

APPENDIX

NAME OF DISTRICT: _____

INTRODUCTION

The Department of Educational Administration and Supervision at Seton Hall University is conducting a longitudinal study designed to measure the impact of the Abbott Decision on changes in the twenty-eight Abbott districts. The study involves the collection of baseline data on several factors related to school change. We would like to know your district's experience with respect to these factors. The questionnaire is designed to be completed by the person(s) most knowledgeable about the implementation process in your district.

PART A: The following represents the specific remedies set forth by the Supreme Court in Abbott IV and V. The Court requires the State to provide adequate funding to implement each of these remedies. Please indicate the importance of each remedy to your overall goal of systemic improvement by placing a check in the appropriate space.

A1. DISTRICT-WIDE AND FOR <u>ALL SCHOOLS</u>		VERY IMPORTANT	IMPORTANT	SOMEWHAT IMPORTANT	NOT IMPORTANT	DEFINITELY NOT IMPORTANT
1	Regular education funding at parity (\$8,800 pp for 98-99)					
2	Classroom-based improved curriculum and instruction aligned with the Core Curriculum Content Standards					
3	Ongoing high quality professional development					
4	Special instructional staff as needed, e.g., elementary music, art, and science teachers					
5	Additional special education programs and services, if needed					
6	2 technology specialists in each school, one computer for each five students, and more if needed					
7	One security guard for every 500 elementary students and 225 secondary students, and more if needed					
8	Instructional-based after school and summer programs if needed					
9	Enhanced nutritional programs if needed					
10	Comprehensive facilities improvement including eliminating code violations and overcrowding, building new schools, assuring educational adequacy, and providing early childhood facilities					
11	Reallocation of existing funding permitted only if such re-assignment will not undermine or weaken existing effective regular education or supplemental programs					
12	Ongoing assessment of student academic, health, and social needs to determine the design and extent of programs required to wipe out disadvantages and to prepare adequate budgets and requests for additional funding					
13	Commissioner must defer to local authorities in all program and budgeting decisions since local professionals are in the best position to know the needs of their students					

A2. Please indicate the importance of each of the elementary remedies set forth by the Supreme Court Abbott IV and V.		VERY IMPORTANT	IMPORTANT	SOMEWHAT IMPORTANT	NOT IMPORTANT	DEFINITELY NOT IMPORTANT
1	Full-day kindergarten					
2	Family support teams to provide health and social services and referrals including at least one social worker, counselor, nurse, parent liaison, and instructional facilitator					
3	On site health and social services if needed					
4	Collaboration with Success For All (SFA), depending upon 80% faculty by-in, and a full-time, school-based instructional facilitator					
5	An alternative model to SFA, if research results of such an alternative are as strong as or stronger than those of SFA					
6	School-based management and budgeting					
7	90 minutes of reading instruction for grades 1-3 each day in class sizes of 15					
8	Full-time parent liaison to assure parent education and participation					
9	Overall class size reduction to 21 in grades K-3, and 23 in grades 4-5					
10	High quality, intensive preschool for all 3's and 4's with health, social and transportation services which include class size of 15 with one certified teacher and one highly trained assistant teacher and curriculum aligned with whole school reform					
11	Extended preschool day and year					
A3. Please indicate the importance of each of the secondary school remedies set forth by the Supreme Court Abbott IV and V.						
1	Community service coordinators to provide health and social service referrals					
2	On site health and social services if needed					
3	Dropout prevention coordinators					
4	Alternative middle and high schools or programs as needed					
5	School to work and college transition programs as needed					
6	Class size reduction to 23 in grades 5-8 and 24 in high school					

Part B: The following questions concern any reform initiatives begun in your District prior to the 1997 Abbott Decisions.

B1. From the list of possible reform initiatives below, please indicate which of these existed in your district before the 1997 Abbot Decision by placing a check (✓) mark under the column "implemented prior to Abbott". If an initiative was not implemented you may either place an (x) or leave blank this column		IMPLEMENTED PRIOR TO ABBOTT
1	Early Childhood	
2	Standards Based Curriculum Reform	
3	Standards Based Assessment	
4	School Restructuring	
5	Professional Development	
6	Technology	
7	School-Based Management	
8	At-risk Programs	
9	Facilities	
10	Community Relationships	
11	Parental Involvement	
12	Other (Please Specify)	

		DEGREE OF COMPATIBILITY				
		A GREAT DEAL	SOME	NOT TO MUCH	VERY LITTLE	NONE
B2. Considering all the reforms which you have checked in B1 indicate how much compatibility exists between what's been in place in your district and the State directives.						
1	Early Childhood					
2	Standards Based Curriculum Reform					
3	Standards Based Assessment					
4	School Restructuring					
5	Professional Development					
6	Technology					
7	School-Based Management					
8	At-risk Programs					
9	Facilities					
10	Community Relationships					
11	Parental Involvement					
12	Other (Please Specify)					
B3. How would you rate the support received from each of the following groups around local reform initiative in your district.		Excellent	Good	Fair	Poor	
1	Board members or their counterparts (i.e. advisory boards)					
2	Private Corporations					
3	Private Foundations					
4	City Government					
5	Community Based Organizations					
6	Citizenry (parents)					
7	Religious Organizations					
8	Institutions of Higher Education					
9	Teachers Union					
10	Advocacy Organizations					

Part C: Questions C1 through C8 pertain to the current status of your implementation.

C1. Please indicate the number of cohort 2 schools which have selected each of the following models.		Number of Schools
1	Success for All	
2	Modern Red School House	
3	Comer	
4	Accelerated Learning	
5	Adaptive Learning/Community for Learning	
C2. Which of the following methods were used by schools in your district to select a model? (Check all that apply)		
1	School vote with high teacher participation	
2	School vote with low teacher participation	
3	Principal decision	
4	Central Office decision	
5	Schools already had the model	

C3. Using the scale below, rate the quality of the training your district has received from the model developers.						
(1) very adequate (2) adequate (3) somewhat adequate (4) inadequate (5) very inadequate (6) didn't receive training yet					Ratings 1 2 3 4 5 6	
1	Success for All					
2	Modern Red School House					
3	Comer					
4	Accelerated Learning					
5	Adaptive Learning/Community for Learning					
C4. The Abbott Decision called for the establishment of several positions as part of the reform plan. For each of these positions, please indicate whether it has been established in most of your schools, in only some of your schools, in none of your schools, or is in the process of being established.						
			Exists in most schools	Exists in some schools	Exists in no schools	Process of establishing
1	Instructional facilitator					
2	Family Support Team	a. social worker				
		b. nurse				
		c. counselor				
		d. parent liaison				
3	Technology coordinator					
4	Drop-out prevention coordinator					
5	Community facilitator					
C5. So far, has your district conducted a comprehensive needs assessment in each of the following areas					(✓)	
1	Early childhood education					
2	Social/health needs					
3	Facilities					
C6. On average, how prepared were the school management teams in developing the school budgets?					(✓)	
	Very prepared					
	Prepared					
	Somewhat prepared					
	Definitely not prepared					
C7. Was training provided to the SMTs in zero-based budgeting? Yes ____ No ____ If yes, Please describe the type of training _____ _____ _____ _____						
C8. What changes has your district made in the placement of special education students?					(✓)	
1	No changes					
2	Moved students back to neighborhood school building but kept them in special education classrooms					
3	Made an effort to include students in the regular classroom					
4	Made an effort to include students in the regular classroom with additional support					

		DEGREE OF COMPATIBILITY				
		A GREAT DEAL	SOME	NOT TO MUCH	VERY LITTLE	NONE
C9. How much training has your School Management Team received in the following areas?						
1	Decision making					
2	Consensus building					
3	Student needs assessment					
4	Program needs assessment					
5	Abbott regulations					

PART D: The next group of questions concern the role of the New Jersey State Department of Education and the School Review and Implementation Teams in assisting your planning and implementation efforts. D1 through D6 concern the State Department of Education in general, D7 through D10 ask specific questions about the School Review and Improvement Teams.

D1. How far in advance do you generally know what information is needed for submission to the state?		(✓)
1	More than a month in advance	
2	A month in advance	
3	Between two-three weeks in advance	
4	Less than two weeks in advance	
D2. How easy is it for you to know from the State what correct steps are needed to comply with their requests?		
1	Very easy	
2	Easy	
3	Somewhat easy	
4	Difficult	
5	Very difficult	
D3. How helpful have you found the directions from the State regarding implementation of the Abbott Decision?		
	Very helpful	
	Helpful	
	Somewhat helpful	
	Not helpful	
	Definitely not helpful	
D4. How would you rate the support you have received so far from the State?		
	Very adequate	
	Adequate	
	Inadequate	
	Definitely inadequate	
	Have received no support	
D5. If you need clarification or additional information on an issue, how easy is it for you to receive a response from the State?		
	Very easy	

	Easy	
	Somewhat easy	
	Quite difficult	
	very difficult	
D6. How would you rate the timeliness with which the State provides you with feedback on documents or plans you have submitted for their approval or review?		
	Excellent	
	Good	
	Fair	
	Poor	
D7. What role does the School Review and Improvement Team play in your district?		

D8. How many members are on the School Review and Improvement Team in your district? _____		
D9. How frequently does the Team visit your district?		(✓)
	Daily	
	Weekly	
	Every two weeks	
	Once a month	
	Less than once a month	
	Haven't had a visit yet	
D10. In general, how would you rate the assistance provided by the School Review and Improvement Team?		
	Very adequate	
	Adequate	
	Somewhat adequate	
	Inadequate	
	Very inadequate	

PART E: District Capacity: The following questions pertain to the existence of various factors likely to impact on your implementation.

		A	B	C
EA1. It has been stated that the successful implementation of any new program is contingent upon the availability of various resources. For each of the following resources, please indicate the extent to which each poses a problem for your district in its implementation efforts.		Definitely a Problem	Somewhat a problem	Not a Problem
1	Time			
2	Knowledge			
3	Finance			
4	Personnel			
5	Information			

E1B. Please explain any resource that received a check in either box A or B.

		5	4	3	2	1
E2. During the past six months, to what extent has your district experienced each of the following difficulties in complying with the Abbott decision?		Great difficulty	Much difficulty	Some difficulty	Little difficulty	No difficulty
1	Lack of clarity from State					
2	Lack of understanding on how to implement certain elements of the reform.					
3	Problems in linking or co-ordinating aspects of the reform with other organizational needs.					
4	Lack of support or resistance from groups within your district.					
5	Lack of time to plan effectively.					
6	Insufficient funding					
7	Lack of facilities					
E3. How much knowledge do you believe each of the following groups in your community has about the Abbott decision?				3 A lot	2 Some	1 Very Little
1	Board members or their counterparts (i.e. advisory boards)					
2	Private Corporations					
3	Private Foundations					
4	City Government					
5	Community Based Organizations					
6	Citizenry (parents)					
7	Religious Organizations					
8	Institutions of Higher Education					
9	Teachers Union					
10	Advocacy Organizations					
E4. So far, how much support have you received from each of the following groups in implementing the Abbott Decision?				A great deal	Some support	Very little support
1	Board members or their counterparts (i.e. advisory boards)					
2	Private Corporations					
3	Private Foundations					
4	City Government					
5	Community Based Organizations					
6	Citizenry (parents)					
7	Religious Organizations					
8	Institutions of Higher Education					
9	Teachers Union					
10	Advocacy Organizations					

PART F: The following questions deal with your own assessment of the factors that impact on your District's success.

F1. Thinking about your district and the goals which you have established for it, in your opinion what are the three major factors impacting on your district's ability to successfully meet these goals?

F2. Do you feel that the reform initiatives in the Abbott decisions adequately address these factors? Yes _____ No _____

If no, please explain.

F3. What help if any, do you feel your district would need in order to effectively implement whole school reform?

Thank You For Your Cooperation